5: Blom & LaFarge A,E-4,5 (1925) 1927 NV9 Tzeltal NV9
Bachajón

amazing industries in the world. In addition, most men own smooth-bore flint-lock muskets, a few having progressed to percussion caps. The bow and arrow occurs occasionally as a child's toy.

The Bachajon men dress in cotton clothing, made of material bought in Ocosingo, or, more rarely, of home weave (fig. 284). The shirt is cut without tails, the trousers are of European type save that they tie with a string and have no buttons. Ordinarily they are worn rolled up above the knee. Over the trousers is worn a sash of native weave, red with fringed ends, and often decorated with black and yellow design in lines, sometimes forming a plaid effect. The sash is wound around, crossing in front, then turned back on itself, and the ends tucked under behind, so that they hang down below the shirt (fig. 285).

FIG. 284—El Encanto, Chis. A Bachajon Medicine Man.

Shirts of native weave occasionally have fine coloured lines running through them. The opening, which runs about two-thirds of the way down the front, the cuffs, and the seams at the shoulders may be decorated with very simple stitching. Down the front is a row of small buttons, coloured if possible, not all of which are for use. The most admired arrangement seems to be an alternation, such as red, black, white, repeated, although cases were observed in which no two were alike. These buttons are bought at the stores.

Sandals, *tep*, are ordinarily of leather, a thick sole with simple heel-toe string and loop. The leather is usually bought ready-cut. Formerly they were made of *mahagua* bast wicker-work, in form corresponding to that found in Basket-Maker sites of the Southwestern United States,* and these are still occasionally woven. The finest specimens are dyed red with a bark. Bast sandals are called *canak* (fig. 286).

*Kidder and Guernsey, 1919, Page 100 et seq.

7: Nash E-5 (1957-1967) 1970 NV9 Tzeltal NV9
Amatenango del Valle

den on the teacher already laboring with the barrier in communication. Despite these difficulties, the children manage to learn the basics of reading, writing, arithmetic, and Spanish in four years of schooling. The teachers are devoted and spend at least seven hours in the classroom each day.

During the recess period the children play individual competitive games except when organized games are introduced by one of the teachers. There is a tendency toward ganging up on weaker individuals in fights, that occur, but I have never seen signs of marked brutality. Since the Ladino children are a small minority in the school (there are no more than a half a dozen among the three hundred and twenty-four students) the Indian children do not face the discrimination found in schools with a greater proportion of Ladinos (cf. Romney and Romney 1966).

Discipline is no longer as strict as it was in the early years of public education. The teacher allows someone who has been hit to hit the aggressor but does not herself intercede. Threat of punishment may be made by the teacher, but I have never seen it carried out, and it is never suggested as a solution to failure to learn.

In comparing the domestic, civil, and religious domains of activities, the following features emerge:

1. In each domain, a hierarchy of power is present. In the house, males take precedence over females, and older members over younger. In the cabildo, the power hierarchy takes the form of a rank order coordinate with age in most of the offices, while in the schoolhouse, power is polarized with all authority vested in the schoolteacher. In the church, the conflict between the priest and the cofrades (Chapter 9) has not been resolved. Within the ranks of the mayordomos, relationships between the elder and junior mayordomo establish a graded ranking system (Chapter 8).

2. Behavior in each domain is standardized. Relative rank is reflected in seating order, greeting order, and drinking order. Autonomous behavior is most marked in the domain of the church. Focused interaction is predominant in the school, where order and control are based on absorbing the attention of the child in a learning task.